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THE
Forty-Third Annual Report
OF THE
Directors of the American Asylum
AT
HARTFORD,
FOR THE EDUCATION AND INSTRUCTION
OF THE
DEAF AND DUMB.

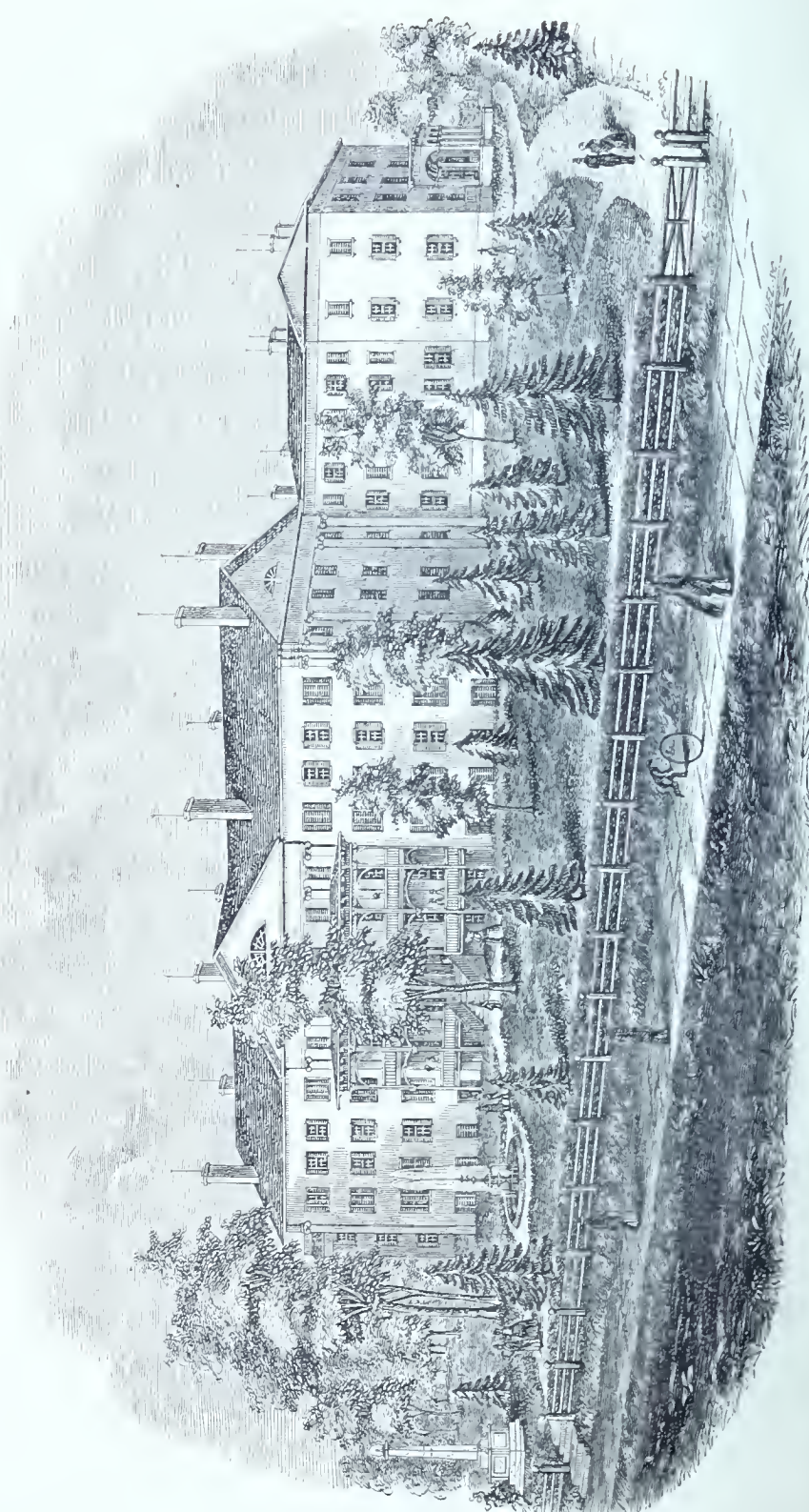
PRESENTED TO THE ASYLUM, MAY 14, 1859.

Hartford:
PRESS OF CASE, LOCKWOOD AND COMPANY.
M.DCCC.LIX.



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AMERICAN ASYLUM.

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Officers of the Asylum.

PRESIDENT.

HON. THOMAS S. WILLIAMS.

VICE-PRESIDENTS.

SAMUEL TUDOR,
JAMES B. HOSMER,
BARZILLAI HUDSON,
SETH TERRY,

CHARLES GOODWIN,
JOHN BEACH,
FRANCIS PARSONS,
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Directors for Life by Subscription.

DANIEL BUCK, Windsor.
S. V. S. WILDER, Bolton, Mass.
STEPHEN WHITNEY, New York.

Directors chosen at the Annual Meeting, May 14, 1859.

CALVIN DAY,
HENRY A. PERKINS,
SAMUEL S. WARD,
ROLAND MATHER,
CHAUNCEY HOWARD,

NATHANIEL SHIPMAN,
LEONARD CHURCH,
LUCIUS BARBOUR,
GEO. M. BARTHOLOMEW,
JOHN C. PARSONS.

BARZILLAI HUDSON, *Secretary.*

JAMES B. HOSMER, *Treasurer.*

SETH TERRY, *Commissioner of the Fund.*

Faculty and Teachers.

PRINCIPAL.

REV. WILLIAM W. TURNER, M. A.

INSTRUCTOR OF THE GALLAUDET HIGH CLASS.

JARED A. AYRES, M. A.

INSTRUCTORS.

SAMUEL PORTER, M. A.

HENRY B. CAMP, M. A.

JOHN R. KEEP, M. A.

JOHN C. BULL, M. A.

RICHARD S. STORRS, M. A.

WM. HENRY SUTTON, B. A.

WILSON WHITON,

JAMES L. WHEELER,

MELVILLE BALLARD,

ELIZABETH C. BACON,

MARY A. MANN,

SARAH W. STORRS.

TEACHER OF ARTICULATION.

ELIZA H. WADSWORTH.

TEACHER OF DRAWING.

EDWARD BEHL.

TEACHER OF PENMANSHIP.

W. R. SMALL.

ATTENDING PHYSICIAN.

E. K. HUNT, M. D.

STEWARD.

J. M. ALLEN.

ASSISTANT STEWARD.

SALMON CROSSETT.

MATRON.

Mrs. PHEBE C. WHITE.

ASSISTANT MATRONS.

NANCY DILLINGHAM.

MARY A. HULL.

RUFUS LEWIS, MASTER OF THE CABINET SHOP.

WILLIAM H. WILEY, MASTER OF THE SHOE SHOP.

MARGARET GREENLAW, MISTRESS OF THE TAILORS' SHOP.



THE FORTY-THIRD ANNUAL REPORT
OF THE
DIRECTORS OF THE AMERICAN ASYLUM,
TO ITS PATRONS AND FRIENDS.

THE year under review has afforded but few incidents worthy of notice. It has witnessed the customary occupations of duty and of service; the departure of about the usual number of pupils who had finished the allotted course of instruction, and the admission of a somewhat larger number of applicants for the advantages of the Institution. There has been the ordinary routine of study, of recitation, of instruction in the school-rooms and in the chapel, of labor in the workshops, of recreation in the sitting-rooms and on the play-grounds: the same manifestations of joy at the approach of vacations from the anticipated pleasure of visiting home and friends, the same happy greetings of companions and classmates upon reassembling at the commencement of the terms. This succession of the ordinary occurrences of life in the Asylum has been interrupted by no calamity, by no case of serious illness, by no death. We are called upon gratefully to recognize the favor and goodness of our Heavenly Father in thus preserving the lives and health of its inmates and in continuing its usefulness and prosperity for another year.

There have been in school within the year ending May 14th, two hundred and fifty-four different pupils. The greatest number in attendance at any one time, was two hundred and twenty-one, and the average attendance through the year, two hundred and sixteen. The following

table will show the whole number of pupils each year for the last six years.

<i>Within the year ending</i>	<i>Pupils.</i>
May, 1854,	193
“ 1855,	217
“ 1856,	240
“ 1857,	252
“ 1858,	246
“ 1859,	254

From this it appears that there has been a gain of sixty-one pupils since 1854, and a greater number this year than we have ever had before. In addition to the teachers who were with us a year ago, Mr. Melville Ballard, a graduate of this Institution, has been employed in the department of instruction. Mr. Edward Behl has been appointed teacher of drawing to fill the place made vacant by the death of Mr. Busch, who had for five years faithfully discharged the duties of his office. Another of the Directors, and for the last year one of the Vice Presidents of the Asylum, Hon. Amos M. Collins, has recently been removed by death. In feeling and in effort he was identified with most of the benevolent operations of the day and with most of the charitable associations of our city. After an honorable and useful life he has been gathered to his fathers in a good old age, universally respected and beloved by his fellow citizens.

After the present year there will be a change in the time of vacation which the parents of the pupils will please notice. Instead of the two vacations which we have heretofore had, there will be but one, commencing on the third Wednesday of July, and extending to the third Wednesday of September, on which day all the pupils are expected to return and new applicants will then be admitted. The vacation this summer will begin and end as usual; but in the spring of 1860, there will be no vacation, and the new arrangement will go into effect in July after. Many of our pupils come from a distance and have hardly time to go

home and make a visit in the brief vacation of spring ; and as the summer term is short and the expense of traveling considerable, a large majority of their parents prefer that they should visit them but once a year. For this and other reasons which will readily suggest themselves, we have thought best to conform to the plan universally adopted by the Institutions for the deaf and dumb in the United States, of having but one vacation, and that so arranged as to time and duration that the schools should be suspended during most of the hot weather. The relief thus afforded to both teachers and pupils, together with occasional holidays, will enable them to prosecute the labor of the year without serious inconvenience. The State officers and others who may propose to patronize the Asylum, will please remember that new pupils can be received only once in each year, and at the time above specified.

As we have observed from year to year the result of the efforts made in this Institution to improve the condition of those for whose benefit it was established, the conviction in our minds has constantly been gaining strength, that the importance of education to the deaf-mute can hardly be over-estimated. Without it, the world is to him a mystery, an undefined present with no past or future ; having no Creator or Ruler. He is not in communication with those around him, but is alone in the company of his neighbors and a stranger in the home of his birth. He is unfitted by his misfortune to participate with other members of the family in the emoluments of business, the pleasures of social intercourse, the consolations of religion and the hopes of immortality. By education all these disqualifications are removed. He is raised to the same position with his fellows and is made their equal in all respects but the ability to use oral communication. It is claimed however by some teachers of deaf-mutes in Europe, and by some theorizers in our own country, that even this disability may and should be removed also ; and that all deaf-mutes should be

taught to articulate and to read speech on the lips of those who would converse with them. If an acquisition so important to the deaf and dumb is possible, its attainment should not only be desired but secured. Yet judging from the result of the most faithful and persevering efforts at home, and from the testimony of those who have witnessed the most successful attempts abroad, we do not hesitate to say that mutes born absolutely deaf cannot be taught to use oral language as a medium of communication with the same freedom, and to the same extent that mutes in a similar condition are taught by signs to use written language. Now and then one may be made to enunciate in an imperfect and disagreeable manner a few very simple phrases. But even this requires long-continued and patient effort. In a very few instances, if we are to believe the statement of interested persons, somewhat more than this has been effected abroad. Still the great majority of congenital mutes can never be made to articulate more than a portion of the letters of the alphabet and a few single words so formed that the position and motion of the organs of speech almost necessarily indicate the sound without the help of the ear. Many however of this class of mutes, with good intellects and who under a course of instruction by signs would have made fair scholars, cannot be made to do so much as this. And therefore in the school at London, where articulation is a part of the regular course of instruction, or was a few years since, "all who cannot succeed in acquiring it to some considerable extent, are considered deficient in intellect." The same is true also in the German schools. The Principal of one of the British schools for the deaf and dumb who commenced upon the plan of making all his pupils articulate, after an experience of more than thirty years made the following statement. "Among the improvements which I have introduced into my school of late years, is that of spending less time in teaching my pupils articulation than I once did. For many years I

spent much time in this department and was as successful as some others ; but at last I discovered that I could spend my time more usefully in devoting my attention more to the communication of ideas than teaching to utter sounds. I therefore now confine my lessons in articulation to such as have not been born deaf, or to those who may have a little hearing. Any thing more, I consider little else than lost time and labor.”*

Regular and systematic instruction has for several years been given in this Institution to two classes of deaf-mutes: those born with imperfect hearing who had learned through the ear to articulate some words and phrases though often in an indistinct manner, before coming under our care ; and those who lost their hearing in early childhood after they had learned to speak and who still retained the ability to use more or less perfectly the speech acquired before they became deaf. A few in both these classes have been found incapable of any considerable improvement ; while others have made important advancement in the use of spoken language. In rare instances where hearing was lost after the child had been partially educated, we have used speech as the medium of instruction with but little help from signs. Generally however, it has been found that semi-mutes acquire knowledge more easily and rapidly through the medium of signs than they can through the imperfect speech in their possession. They have therefore been classed and taught with deaf-mutes in the usual method, and have at convenient times received careful instruction daily in articulation in order to fit them, if possible, to converse orally with hearing persons. To attempt more than this, is regarded as useless in the American Asylum, in common with all the other Institutions of the United States and most of those in France and Great Britain. This conclusion is not with them or with us a mere

* Mr. Weld's Report of his visit in 1844 to European Institutions for the Deaf and Dumb. Pages 37, 40.

matter of speculation or theory, but the result of patient and faithful experiment; and has been forced upon us by failure of success against our wishes and our hopes. We consider therefore, the matter settled as a practical question that deaf-mutes cannot be taught to articulate the English language to such an extent as to answer the purpose of intercommunication with hearing people; and that speech should not and cannot be substituted for signs as the chief instrument of instruction in schools for the deaf and dumb.

We are aware that a contrary theory has prevailed in the German schools for deaf-mutes, and that great efforts have been made to carry out the theory of the German teachers. And although the German language in its enunciation presents a more distinct visibility to the eye of a deaf person than the English, and can therefore be more easily imitated by him without the help of sound, we are constrained to believe, on the testimony of such gentlemen as Mr. Weld, late Principal of the American Asylum, Dr. Peet, President of the New York Institution for the Deaf and Dumb, and Professor Day, formerly Instructor in the same Institution, that the attempt to teach congenital deaf mutes to articulate so as to be able to converse freely with hearing persons, is a failure in Germany as it has been everywhere else. This testimony was given by the above named practical and able teachers of deaf-mutes not as a matter of opinion or of theory, but as the result of a thorough investigation of the subject and of a personal inspection of all the prominent schools in that country. Mr. Weld, in the conclusion of the report of his visit to the German schools made to the Directors of the American Asylum and appended to their Twenty-ninth Report, says: "One part of my object was to decide whether the German system, especially its great distinctive feature, the teaching of articulation and the reading on the lips, had been or might be expected to become so successful, and its results so bene-

ficial to the deaf and dumb, as to render any fundamental change in our system expedient or right. In reply to these inquiries I am now prepared to answer in the negative.”*

Professor Day, in speaking of the ability of the most advanced classes in the German schools to articulate, thus writes: “It may be safely said that the utterance of the pupils is so indistinct and unnatural as only to convey single words to the hearer. The greater part of the sounds they make in attempting to speak, it is altogether impossible to understand.”† Dr. Peet visited most of the European schools some years after the visit of Professor Day. In summing up his impressions as to the value of articulation as taught in those schools and as acquired by their pupils, he remarks: “On this head I can but repeat and confirm the views expressed in the able report of the Rev. George E. Day, made to the Board seven years ago. Mr. Day’s opportunities for testing thoroughly the results attained in the most celebrated articulating schools, were much more extensive than those enjoyed by myself; and to his conclusions, (the result of the most thorough and searching examination of those schools perhaps ever made,) that instruction in articulation is scarcely ever of decided benefit, except when the faculty of speech has been acquired through the ear, all the observations I was able to make only bring additional confirmation.”‡

Mr. Gallaudet, who introduced the system of instruction, which now prevails in all the American schools, and who had an opportunity of seeing for himself what had been accomplished in teaching articulation in the schools at London and Edinburgh, came to the conclusion that it ought not to be attempted here, inasmuch as he considered it, judging from the results there exhibited, as a “comparatively useless branch of the education of the deaf and

* Mr. Weld’s Report, page 114.

† Twenty-sixth Report of the N. York Institution, page 169.

‡ Thirty-third “ “ “ “ “ 255.

dumb ;” and that the time and labor spent upon it was little better than wasted. In confirmation of his views, he quoted the opinion of Dugald Steward, from Transactions of the Royal Society of Edinburgh, who declared after having been long conversant with that mode of teaching as practiced in the most celebrated school of Scotland, that “articulation can rarely if ever repay to a person born deaf the time and pains necessary for the acquisition.” He also denominated it not only a “difficult but comparatively useless attempt, entitled to rank only a little higher than the art of training starlings and parrots.”*

We have dwelt upon this point thus at length because there are some persons having little or no practical acquaintance with the subject, who strenuously advocate, after all the testimony which has been spread before the public in the matter, the establishment of a new Institution for the purpose of introducing what they claim to be an improved system of instruction, namely that by articulation ; which has been found by the most eminent British teachers nearly useless, and has become in their schools nearly obsolete. It is a little remarkable, if this mode of teaching possesses any advantages, that not one of all the instructors in the American schools, now numbering more than twenty, in as many different States, not a few of whom are men of great ability and discrimination, and who have introduced important improvements and have made considerable changes in their methods, has ever been induced by representations from abroad or by experiments at home, to substitute articulation for signs as the instrument of instructing deaf-mutes, or the acquisition of spoken instead of written language as the great object to be secured in their education. Especially is it remarkable that no such change has been made or even proposed by teachers of the deaf and dumb in this country when it is remembered that for several years this subject has been in a special manner pressed upon their at-

* Third Report of the American Asylum, pages 7 and 8.

tention, and has been subjected in quite a number of our schools to the test of experiment. Indeed, if any question growing out of the theory or practice of their profession may be regarded as *settled*, it is that no change in this respect can be by them recommended or allowed.

There are some other important principles quite essential to the success and efficiency of an Institution for the deaf and dumb, and which are admitted to be such by all our practical teachers, which have nevertheless been called in question of late in certain quarters. A brief reference to two or three of these topics may be of service to schools for the deaf and dumb recently established, and also to those persons who are moving in the matter of founding new Institutions where it is possible they may not be needed. It is thought that the plan upon which the American schools have been constructed is wrong in this respect—the bringing together of so many pupils into one establishment, forming one great family, under the care of one responsible head, upon the boarding school system. It is apprehended that individuals cannot receive the same kind attention, especially in sickness, that they would have if they were boarding in private families; and that their peculiarities resulting from their misfortune would become more marked and prominent by associating chiefly with their fellows. Our experience however leads us to a different conclusion. The advantages of the system universally adopted in this country are so manifest to those acquainted with the subject, that they would deem any change in that particular unwise and unfavorable to the improvement of the deaf and dumb. These children are in a peculiar condition and need peculiar treatment. They can be directed, reasoned with, taught what is proper and right in deportment, feeling and sentiment, only by signs. They must therefore be constantly in charge of those who have been taught their language and who can freely and skillfully use it. They can then like other children be made to understand the na-

ture of things, the reasonableness of requirements, the adaptation of means to ends, the connection between voluntary action and its remote consequences, between effort and success. They can be brought to comprehend the claims of duty and the obligations growing out of their relations to their companions, their teachers, their parents, and their Creator. They need some one at hand when out of school to whom they can apply for the names of things and explanation of occurrences coming under their notice. How could the members of the families around the school-building in which they might chance to board, render the assistance needed? or aid them in their evening study? or adjust their petty differences while at their play? or administer suitable reproof and advice when doing wrong? None but those trained to the business, familiar with the sign language, well acquainted with the dispositions, habits, and proclivities of the deaf and dumb, selected with reference to their qualifications and employed for the very purpose of watching over and controlling these children in the place and with the sympathy of parents, could properly discharge the duties of so responsible a position. The men who originated and planned this Institution acted wisely in bringing those whom they wished to benefit into a common family in a building erected expressly for the purpose, under the immediate care and control of a Principal, Steward and Matron, who were to be permanent officers, responsible to a Board of Directors for their management, and who should open their doors to the free inspection of parents and visitors at all suitable times. Upon this general plan, the Institutions for the deaf and dumb of this country have been remarkably successful, not only in giving a good common school education to their pupils, but in correcting vicious habits, fixing correct principles, and training them to industry and usefulness. In this difficult and laborious task we have been cheered and encouraged by the almost universal expressions of satisfaction and commendation from

their parents and friends, and the lasting gratitude and esteem of all who have been educated in the American Asylum whose good opinion is worth having; and its Directors would take this opportunity of expressing their entire confidence in the system of instruction and management as here adopted and pursued, believing it to be correct in principle and wise in administration.

Another objection made to this and some of the other older schools, is that we have already too many pupils and seek patronage from too wide an extent of territory; and that the educational interests of deaf-mutes would be better secured by an increase of schools; thus bringing the advantages of instruction nearer to those who are to enjoy them. We are no advocates for unwieldy, overgrown institutions of any kind; but there are sufficient reasons for desiring a pretty large number of pupils in one for the deaf and dumb, some of which have already been alluded to. In order to carry out what has seemed to be, and indeed what has upon trial proved to be, the best mode of classification, we must have from two to three hundred pupils. As they remain under instruction an average time of six years, there would be in a school of this size a yearly admission of thirty-five to forty-five, making a sufficient number for two classes and as many as could well be managed by two teachers. These classes should be formed upon the principle of capacity for improvement. Those with active and intelligent minds, industrious habits and fondness for study should be put into one class, in charge of an experienced teacher, and should be pressed forward as rapidly as possible, unimpeded by dull or backward scholars. By this means a gain of at least a year would accrue to the class, while no injury would be done to the less gifted division by being separated from them and instructed by themselves. In fact the experience of several years has conclusively shown that the progress and improvement of all our pupils has been greatly promoted by adopting and pursuing

through the whole course this principle of classification. The advantages thus resulting to a large school could not be enjoyed by a small one. If there were but ninety or a hundred pupils in attendance, the number received each year would be fifteen or sixteen, and all of these must, to form a class sufficiently large for a teacher, be instructed together, however they might differ in capacity. Consequently the bright scholars would be kept back by the dull ones, while the latter would be discouraged by perceiving their inability to go forward as rapidly as the former. If there were a hundred and fifty pupils present, the difficulty of properly classifying them would be still greater. Twenty-five being admitted each year, there would be too many for one class and not enough for two. Should they be divided however, and the whole school be classified according to our plan, twelve teachers would be requisite to do for one hundred and fifty scholars what the same number of teachers could just as well do in a larger school for two hundred and twenty. The smaller schools would therefore be proportionally more expensive than the larger, and not more efficient.

From the nature of the case it is impossible to bring the advantages of education into the neighborhood of every mute in New England. There being but one in every two thousand of the whole population, and on an average not more than one in each of the country towns including those of all ages, a school for each town, or even one for each county would be out of the question. It must be obvious also, for reasons given in this Report, that the establishment of a school for the deaf and dumb in each of these States would be unwise and inexpedient. Sufficient Legislative provision for the education of all the deaf and dumb of New England has been made, and great pains have been taken by the State authorities, the officers of the Asylum, and the public press, to disseminate among the people universally information in regard to this school for deaf-

mutes and the way in which they might avail themselves of its advantages; and yet the greatest number we have ever had from Massachusetts at one time was eighty-eight; from Connecticut, forty-two; from Maine, forty; from Vermont, twenty-five; from New Hampshire, nineteen; and from Rhode Island, twelve. If these maximum numbers had all been in the Asylum at the same time, which they were not, the total would have been two hundred and twenty-six; certainly not more than ought to be gathered in a first class Institution; not so many as could be comfortably accommodated in our present buildings, or profitably taught by our present instructors. A small saving of expense in the item of travel might have been made by a more central location of this school for New England; but when it is remembered that the entire income of its large fund is impartially divided among these States in proportion to the number of pupils sent; that no account is made for the seventy-five thousand dollars invested in the grounds, buildings and furniture of the establishment; that what cost the Asylum one hundred and seventy-seven dollars for the care and instruction of each pupil the last year, was afforded to its patrons at one hundred dollars each; and that seventeen thousand dollars was actually expended upon its pupils above what was received on their account, we feel confident that no argument can be derived from this source in favor of establishing other schools in the New England States. What was said by Dr. Howe, the Superintendent of the Massachusetts Asylum for the Blind, in its twenty-seventh annual Report, may with great pertinency be applied to the deaf and dumb. He says, "Some individuals, who are moved by a desire to do good, but who are ignorant of the real wants of the blind, and some who are moved by a desire of distinction, or by even less worthy motives, may attempt the establishment of schools in places where they are not really needed,—where they can not flourish, and where their sickly existence tends to prevent the growth of

other establishments. For instance, when a school is established in a State which does not furnish a large number of pupils, it is obviously better for that State, and for the blind themselves, that pupils should be sent from the neighboring States, and that one good school should be well maintained by their joint efforts, rather than have two or three very small and poor ones. Nevertheless, so readily do people respond to any appeal in behalf of the blind, especially to the first appeal, and so easy is it to enlist local prejudice and State pride, that the general interest of the blind is liable to be overlooked, and harm to be done to the cause of education by premature attempts to establish State schools."

In accordance with these very sensible and judicious remarks of Dr. Howe, the Legislature of Connecticut has sent the blind within its limits to the Perkins Institution at South Boston, which by similar action on the part of the Legislatures of the other States, has become the school for the blind of New England. And although there may be good reasons growing out of the idiosyncrasies of the blind which do not exist to the same extent if at all in the case of the deaf and dumb, why schools for them should not be very large, yet he thinks the interests of the blind do not require another school in these States, as we infer from the following remark: "For many years to come, there will doubtless be found in New England a sufficient number of blind children of suitable age and disposition for at least one school." He thus concludes, after giving it as his opinion that there should be about fifteen institutions for the blind in the United States: "It is better for the general cause, and cheaper for individual States, to send their blind children to institutions already established in neighboring States, than to build up new ones." The policy here recommended in regard to the blind has been adopted and pursued by all the New England States in the education of their deaf and dumb; and the American Asylum at Hartford, although open to any who may apply from other local-

ities, is in fact almost exclusively the school for New England ; and its Directors and teachers very much desire that the present arrangement with these States should remain undisturbed until the number of mute children to be educated shall have so increased as to require a new Institution for their accommodation.

There is another consideration which should be duly weighed and should be allowed its full and legitimate influence by any and all who may be moving in the matter of establishing a new school for deaf-mutes, whether in New England or elsewhere ; we refer to the difficulty of supplying such a school with competent instructors. It may be quite easy to get a long list of petitioners in favor of such a scheme, especially when persons are hired to procure names at so much a hundred ; it may be easy comparatively to obtain funds, either from legislative bounty or private charity ; it may be practicable to construct buildings well adapted to the purpose and to supply them with the requisite furniture and apparatus ; but it will be found to be quite a different thing to procure a corps of well qualified teachers. The peculiar sign language of the deaf and dumb must be learned before any person can properly instruct them, and this requires much time and patience. Such an one must also have a natural temperament and tact adapted to the employment in order to success in this mode of teaching. Under the most favorable circumstances, he cannot be considered as master of his profession until he has for five or six years devoted himself to the acquisition and practice of the art. Having reached this point, however, and proved himself to be a useful teacher, it is of great importance to the Institution that his services should be secured permanently. Hence a pecuniary inducement sufficient for that purpose must be offered. For this reason partly, and partly because one person cannot conveniently teach more than eighteen or twenty pupils, instruction in a school for deaf-mutes is comparatively more

expensive than in one for hearing children. There are at the present time fourteen instructors in the American Asylum,—eleven males and three females. Of the former, eight are graduates of Colleges, and three are deaf-mutes who have graduated here. Two of the females are also mutes who were educated in this Institution. The principal has been connected with it for more than thirty-eight years; one of the assistant teachers thirty-three years; one, twenty-four years; one, twenty-one years; one, seventeen years; one, twelve years; one, seven years; one, six years; two, five years each; two, each four years; one, two years, and one about one year. The teacher of penmanship has been with us five years; of articulation, four years; of drawing, one year. The Steward has had charge of his department four years, while the present Matron has occupied her position for twenty years. By thus retaining the officers and teachers of the Asylum, its pupils reap the full benefit of their experience and of their skill and freedom in the use of sign language and the best methods of illustration which can only be acquired by many years' practice. These advantages are still offered to all the deaf and dumb of New England upon the same terms as heretofore, namely, for about three-fifths of the actual cost; and no pains will be spared on the part of its Directors to afford every accommodation necessary for the health and comfort of the children sent to it for instruction, and every facility for their mental and moral improvement. The result of the efforts we have made the past year, in connection with those to whom their government and instruction has been more immediately entrusted, is believed to be quite as favorable as in any former year. And while we look to the Giver of every good and perfect gift for the continuance of prosperity and the bestowment of his blessing the year before us, we would express our thankfulness to Him for the peace and good order of the Institution; for the correct deportment of its pupils; for the fidelity of its teachers; for the

watchfulness of those who manage the affairs of the family ; and more especially for that secret but manifest influence from above, which within this year has inclined many of its inmates to a more faithful performance of the duties of this life, and a more careful preparation for the realities of the life to come.

In behalf of the Board of Directors,

B. HUDSON, *Clerk.*

HARTFORD, May 14th, 1859.

LIST OF PUPILS

IN THE SCHOOL WITHIN THE YEAR ENDING ON THE 14TH OF MAY, 1859, THE
TIME OF THE ANNUAL MEETING OF THE ASYLUM.

Name.	Residence.	Admission.	Supported by.
Alden, Benjamin H. B.	Camden, Maine.	Sept. 1857	Maine.
Allen, Margaret	East Windsor, Conn.	May, 1850	F'nds & Conn.
Allen, Minerva	Hartland, Vermont.	Sept. 1853	Vermont.
Andrews, Sally F.	Paris, Maine.	Sept. 1858	Maine.
Andrews, James	Paris, Maine.	Sept. 1857	Maine.
Atwood, Ralph H.	Watertown, Conn.	May, 1848	Friends.
Baker, Edmund C.	Boston, Mass.	Sept. 1854	Mass.
Ballard, Melville	Fryeburg, Maine.	May, 1850	Maine.
Barnaby, William O.	Digby, Nova Scotia.	Sept. 1855	Friends.
Bartholomew, Cornelia G.	New Haven, Conn.	Sept. 1854	Conn.
Bartlett, James D.	North Guilford, Conn.	Sept. 1854	F'nds & Conn.
Beecher, Ferdinand A.	New Haven, Conn.	Sept. 1854	Conn.
Beltis, Thomas	Boston, Mass.	Sept. 1852	Mass.
Bement, Marie L.	Ashfield, Mass.	Sept. 1854	Mass.
Bennett, George H.	Brooklyn, Conn.	Sept. 1855	Conn.
Bird, William L.	Naugatuck, Conn.	Sept. 1858	Conn.
Blakeley, William	Roxbury, Conn.	Sept. 1853	Conn.
Bowers, Sarah E.	Beddington, Maine.	Oct. 1857	Maine.
Bransfield, Edmund	Portland, Conn.	Sept. 1855	Conn.
Brennan, Joseph	Stafford, Conn.	Sept. 1857	Conn.
Brown, Benjamin K.	Canton, Maine.	Sept. 1855	Maine.
Brown, Hannah	Thetford, Vermont.	June, 1857	Vermont.
Brown, Helen H.	Jay, Maine.	Sept. 1855	Maine.
Brown, Martha M.	Waldoboro, Maine.	Sept. 1855	Maine.
Bucknell, Major P.	Harrison, Maine.	Sept. 1854	Maine.
Bumpus, Ezra B.	Wareham, Mass.	Sept. 1852	Mass.
Burrill, Alfred M.	East Weymouth, Mass.	Sept. 1858	Mass.
Calhan, Margaret	Cambridge, Mass.	Sept. 1858	Mass.
Callender, Anna G.	Cambridgeport, Mass.	Sept. 1856	Mass.
Campbell, Adelia L.	Bowdoin, Maine.	Sept. 1855	Maine.
Campbell, Charles	Warwick, R. I.	Sept. 1858	Rhode Island.
Campbell, James	Hartford, Conn.	Sept. 1856	Conn.
Carpenter, Elizabeth A.	Mansfield, Mass.	Sept. 1856	Mass.
Carroll, Thomas	East Cambridge, Mass.	Sept. 1858	Mass.
Casey, John	Lawrence, Mass.	Nov. 1853	Mass.
Candler, Charles C.	Bowdoin, Maine.	Sept. 1854	Maine.
Chandler, Margaret L.	Bowdoin, Maine.	Sept. 1857	Maine.
Chapman, Hardy P.	Salem, Mass.	Sept. 1855	Mass.
Child, Chloe W.	Bath, New Hamp.	Nov. 1858	New Hamp.
Clark, Orlando A.	Mystic River, Conn.	Sept. 1854	Conn.
Coffin, Lucy S.	Newburyport, Mass.	May, 1850	Mass.
Cogswell, Loelah	Readsboro, Vermont.	Sept. 1852	Vermont.
Cowles, Lucy A.	Westfield, Mass.	Sept. 1853	Mass.
Cremins, Ann	Williston, Vermont.	Sept. 1854	Vermont.

Name.	Residence.	Admission.	Supported by.
Crossman, Franklin S.	Watertown, Conn.	May, 1851	Conn.
Cullinan, Martin	Arlington, Vermont.	Sept. 1858	Vermont.
Currier, Ellen R.	Danville, Vermont.	Sept. 1852	Vermont.
Currier, Mary J.	Danville, Vermont.	Sept. 1852	Vermont.
Cutler, Holton O.	Warren, Mass.	Sept. 1856	Friends.
Daniels, Abby J.	New London, Conn.	Sept. 1857	Conn.
Davis, Henry H.	Milton, Mass.	Oct. 1855	Friends.
Davis, Sarah M.	New London, Conn.	Sept. 1851	Conn.
Davis, Zachary T.	North Stonington, Conn.	Sept. 1857	Conn.
Deming, Leroy B.	West Meriden, Conn.	Sept. 1854	Conn.
Devoy, Ellen	Concord, Mass.	May, 1858	Mass.
Dickinson, William J.	Haverhill, Mass.	Sept. 1855	Mass.
Douglas, Charles A.	Colchester, Conn.	May, 1851	Conn.
Dudley, Jane W.	Paris, Maine.	Sept. 1857	Maine.
Ellis, Tristram N.	Plymouth, Mass.	May, 1858	Mass.
Ely, Sabre E.	Haddam, Conn.	Sept. 1855	Conn.
Emerson, William	Danby, Vermont.	Oct. 1852	Vermont.
Fairman, Henry M.	Hartford, Conn.	Sept. 1853	Conn.
Feeny, Patrick	Gorham, Maine.	Sept. 1858	Maine.
Finnimore, Alfred H.	Bridgeport, Conn.	May, 1851	Conn.
Fish, Austin T.	Langdon, New Hamp.	Sept. 1855	New Hamp.
Fish, Amariah P.	Langdon, New Hamp.	Sept. 1855	New Hamp.
Franklin, Ellen M.	Philadelphia, Penn.	Oct. 1858	Friends.
Freeman, Matilda	Philadelphia, Penn.	Oct. 1858	Friends.
Fuller, Caroline D.	Putney, Vermont.	Sept. 1855	Vermont.
Fuller, Octavius W.	Turner, Maine.	Sept. 1852	Maine.
Gatchell, George M.	Georgetown, Mass.	Sept. 1852	Mass.
Gilbert, Charles T.	Watertown, Conn.	Sept. 1852	Conn.
Gilbert, Elizabeth	Derby, Conn.	Oct. 1853	Friends.
Glidden, Clara M.	Pittston, Maine.	Sept. 1852	Maine.
Glines, Joanna	Bethel, Maine.	Sept. 1858	Maine.
Goldsmith, Eliza M.	Fall River, Mass.	Sept. 1853	Mass.
Goldsmith, William H.	Fall River, Mass.	Sept. 1854	Mass.
Gough, Benjamin	East Weymouth, Mass.	Oct. 1856	Mass.
Green, Albert A.	St. Albans, Vermont.	Sept. 1855	Vermont.
Green, Samuel T.	Waterford, Maine.	Sept. 1855	Maine.
Greenlaw, Rebecca	Deer Island, Maine.	Sept. 1852	Maine.
Gully, Edward	Halifax, Nova Scotia.	May, 1856	Friends.
Hagerty, John	Concord, Mass.	Sept. 1857	Mass.
Hannan, Daniel	Northfield, Vermont.	Oct. 1852	Vermont.
Hardy, Jane L.	Ashburnham, Mass.	Sept. 1854	Mass.
Harrington, Morton E.	Upton, Mass.	Sept. 1857	Mass.
Haskell, Mary E.	Portland, Maine.	Sept. 1858	Friends.
Hathaway, Sylvia W.	Sharon, Vermont.	June, 1856	Vermont.
Hayward, Laura A.	Easton, Mass.	Sept. 1857	Friends.
Hickok, William D.	St. Albans, Vermont.	Sept. 1855	Vermont.
Hicks, Henry F.	Danville, Maine.	Sept. 1852	Maine.
Hicks, Martha A.	Danville, Maine.	Sept. 1852	Maine.
Hines, Esther C.	Fall River, Mass.	Sept. 1858	Mass.
Hobbs, Grace E.	Weston, Mass.	Sept. 1855	Mass.
Hobin, Kate	Boston, Mass.	June, 1851	Mass.
Hobin, Margaret M.	Boston, Mass.	Sept. 1857	Mass.
Hogan, James	North Providence, R. I.	Sept. 1857	Rhode Island.
Houghton, Louis A.	Springfield, Mass.	Sept. 1857	Mass.
Howard, Samuel B.	North Anson, Maine.	Sept. 1853	Maine.
Howe, Delphus B.	North Brookfield, Mass.	Sept. 1854	Mass.
Howe, Henry M.	North Brookfield, Mass.	Sept. 1856	Mass.
Hulett, Edson	Pawlet, Vermont.	Sept. 1852	Vermont.
Hulett, Martha J.	Pawlet, Vermont.	Sept. 1854	Vermont.
Huntington, Sophia M.	Walpole, New Hamp.	Sept. 1852	Vermont.
Huntington, Almira S.	Walpole, New Hamp.	Sept. 1854	New Hamp.
Hurd, Cathleen	Stoneham, Mass.	Sept. 1854	Mass.
Hurd, William	Stoneham, Mass.	Oct. 1855	Mass.
Hurley, Michael	Newton, Mass.	Sept. 1858	Mass.

Name.	Residence.	Admission.	Supported by.
Hynds, Aliee	Hartford, Conn.	Sept. 1852	Conn.
Ide, Lemuel	Ida, California.	Feb. 1852	Friends.
Ingraham, Marie A.	Springfield, Mass.	May, 1851	Mass.
Ingraham, Lewis S.	Springfield, Mass.	Sept. 1853	Mass.
Jack, Alfred	Thorndike, Maine.	Sept. 1858	Maine.
Jaek, Dunbar	Thorndike, Maine.	Sept. 1858	Maine.
Jaek, Sally	Dixmont, Maine.	Sept. 1857	Maine.
Jackson, Ansel A.	Abington, Mass.	Sept. 1852	Mass.
Jackson, William	Norwich, Conn.	Sept. 1858	Conn.
Joslin, Adelaide V.	Worcester, Mass.	Sept. 1854	Mass.
Joslin, Sarah L.	Hartford, Conn.	Sept. 1855	Conn.
Kavanaugh, Maria L.	Glasgow, Mo.	Oct. 1855	Friends.
Keating, Michael	Worcester, Mass.	Sept. 1852	Mass.
Kelcher, William	Lynn, Mass.	Sept. 1858	Mass.
Kelley, Francis	Halifax, Nova Scotia.	July, 1855	Friends.
Keltic, Eleanor J.	South Reading, Mass.	Sept. 1854	Mass.
King, Sarah E.	Middleborough, Mass.	Sept. 1857	Mass.
Lake, George R.	Lowell, Mass.	Sept. 1857	Mass.
Lake, Sarah E.	Lowell, Mass.	Sept. 1858	Mass.
Lafferty, Ellen	Pawtucket, Mass.	Sept. 1856	Mass.
Lambert, Prudence D.	Chilmark, Mass.	Sept. 1852	Mass.
Larrabee, Charles	Bangor, Maine.	Oct. 1857	Maine.
Latham, Galen A.	East Bridgewater, Mass.	May, 1851	Mass.
Lee, George H.	Burrillville, R. I.	Sept. 1857	Rhode Island.
Lester, Levi A.	Providence, R. I.	May, 1855	Rhode Island.
Lillie, Edwin H.	Randolph, Vermont.	Sept. 1851	Vermont.
Livingston, Robert D.	Manchester, N. H.	Sept. 1856	New Hamp.
Long, Mary	Boston, Mass.	Sept. 1852	Mass.
Ludwig, Simon B.	Waldoboro, Maine.	Sept. 1855	Maine.
Lyford, Reuben P.	Atkinson, Maine.	Sept. 1857	Maine.
Lyons, Margaret	Cambridge, Mass.	Sept. 1854	Mass.
Magee, John	Boston, Mass.	Sept. 1857	Mass.
Mahoney, Catharine	Boston, Mass.	Sept. 1858	Mass.
Manwaring, Henry O.	Mystie River, Conn.	Sept. 1854	Friends.
Marsh, Catharine B.	Roxbury, Mass.	Sept. 1852	Mass.
Marsh, Paulina M.	Roxbury, Mass.	Sept. 1855	Mass.
Marshall, Abraham F.	Greenwich, Conn.	Sept. 1852	Conn.
Marshall, Leslie G.	Greenwich, Conn.	Sept. 1852	Conn.
Martin, Willard E.	West Randolph, Ver.	Sept. 1855	Vermont.
Mayberry, Sarah E.	Harrison, Maine.	Sept. 1858	Maine.
Mayhew, Benjamin	Chilmark, Mass.	Sept. 1858	Mass.
Mayhew, Jonathan A.	Tisbury, Mass.	Sept. 1855	Mass.
Mayhew, Meroy C.	Tisbury, Mass.	Sept. 1852	Mass.
McCarty, Catharine	Boston, Mass.	May, 1855	Mass.
McCarty, Joan	Hingham, Mass.	Sept. 1852	Mass.
McClure, Sophronia N.	Ryegate, Vermont.	Feb. 1859	Vermont.
McCune, William J.	Easton, Conn.	Sept. 1855	Conn.
McElroy, Hugh	North Providence, R. I.	Feb. 1858	Rhode Island.
McKay, Mary A.	River Point, R. I.	Sept. 1858	Rhode Island.
MeKey, Francis	Boston, Mass.	Sept. 1852	Mass.
MeTier, Naney	Boston, Mass.	May, 1856	Mass.
Mead, Mary	Lowell, Mass.	Nov. 1856	Mass.
Merrill, Samuel E.	Barnstead, N. H.	Sept. 1856	New Hamp.
Merrill, William O.	Barnstead, N. H.	Sept. 1856	New Hamp.
Miller, Charles	Bangor, Maine.	Sept. 1858	Maine.
Mills, Susan E.	Johnson, Vermont.	Sept. 1857	Vermont.
Mitchell, Harriet	Hartford, Conn.	May, 1854	Conn.
Moodie, David	Greensboro', Vermont.	Sept. 1858	Vermont.
Moodie, Thomas	Greensboro', Vermont.	Sept. 1858	Vermont.
Moore, Harry H.	Bordentown, N. J.	Nov. 1858	Friends.
Morse, Charles C.	Bridgetown, N. Scotia.	Oct. 1854	Friends.
Mundall, Charles J.	Hubbardston, Mass.	Oct. 1856	Mass.
Nettleton, Charlotte A.	Bridgewater, Conn.	Sept. 1858	Conn.
Newhall, George A.	Melrose, Mass.	Sept. 1858	Mass.

Names.	Residence.	Admission.	Supported by.
Newton, Ellen M.	Amherst, Mass.	Sept. 1856	Mass.
Niekerson, Eveline W.	Barnstable, Mass.	Sept. 1852	Mass.
Nolan, Thomas	Poultney, Vermont.	Sept. 1857	Vermont.
Noreross, Alphonzo M.	Norwich, Conn.	Sept. 1857	Conn.
Palmer, William F.	Leominster, Mass.	Sept. 1852	Mass.
Peabody, Orison D.	Alstead, New Hamp.	Sept. 1855	New Hamp.
Perkins, Mariette	Woodstock, Vermont.	Sept. 1852	Vermont.
Person, Prudence M.	Pomfret, Vermont.	May, 1856	Friends.
Pfeifer, Peter	Collinsville, Conn.	Sept. 1857	Conn.
Porter, Matilda S.	Pembroke, Maine.	May, 1858	Maine.
Porter, Wendell P.	Somerville, Mass.	Nov. 1858	Friends.
Pratt, Louisa C.	South Braintree, Mass.	Nov. 1855	Friends.
Pray, Winfield S.	Great Falls, New Hamp.	Sept. 1854	New Hamp.
Preseott, Nathaniel M.	Holyoke, Mass.	May, 1858	Himself.
Randall, Anna A.	New Durham, N. H.	Sept. 1855	New Hamp.
Reardon, Ann	Boston, Mass.	Sept. 1857	Mass.
Reed, Ada E.	Dummerston, Vermont.	Sept. 1855	Vermont.
Reekie, Margaret	Clinton, Mass.	Sept. 1858	Mass.
Reynolds, Edward	Walpole, New Hamp.	Sept. 1854	New Hamp.
Reynolds, Frank B.	Thompson, Conn.	Sept. 1857	Conn.
Richardson, Ellen A.	Newburyport, Mass.	May, 1850	Mass.
Rider, Alpheus H.	Coventry, R. I.	Sept. 1857	Rhode Island.
Rogers, Charles	Milford, Conn.	Sept. 1856	Conn.
Rogers, Georgiana F.	Montville, Conn.	Sept. 1857	Conn.
Rogers, Sabrina S.	East Brewster, Mass.	Sept. 1856	Mass.
Ross, Elizabeth J.	Kennebunk, Maine.	Sept. 1856	Maine.
Ryan, Laurana	Waldo, Maine.	Sept. 1853	Maine.
Safford, Mellen F.	Turner, Maine.	Sept. 1852	Maine.
Scammell, Henry B.	Charlestown, Mass.	Oct. 1858	Friends.
Seaverns, Clara E.	Weston, Mass.	Sept. 1852	Mass.
Seiders, Luella	Waldoboro', Maine.	Sept. 1855	Maine.
Seiders, Emma J.	Waldoboro', Maine.	Sept. 1858	Maine.
Sekell, Merey A.	Taunton, Mass.	Sept. 1858	Mass.
Shackley, Albert S.	North Berwick, Maine.	Sept. 1855	Maine.
Slate, Charley D.	Windsor Locks, Conn.	June, 1855	Conn.
Slocum, Patience E.	Valley Falls, R. I.	Sept. 1854	Rhode Island.
Small, Elizabeth F.	Truro, Mass.	Sept. 1857	Mass.
Smithson, William	Port Deposit, Md.	Nov. 1856	Friends.
Smyth, Emma M.	Newport, R. I.	Sept. 1857	Rhode Island.
Somes, Harriet J.	Lowell, Mass.	May, 1859	Mass.
Spencer, Anstrus R.	Southbridge, Mass.	Sept. 1857	Mass.
Splain, Mary	Portland, Conn.	Sept. 1856	Conn.
Stilphen, Joseph D.	North Conway, N. H.	Sept. 1855	New Hamp.
Stover, Martha A.	Appleton, Maine.	Sept. 1853	Maine.
Sullivan, Patrick	North Providence, R. I.	Sept. 1858	Rhode Island.
Sykes, John C.	Blackstone, Mass.	Sept. 1858	Mass.
Talbot, Nelson	North Hadley, Mass.	Sept. 1855	Mass.
Talcott, Prudence E.	Glastenbury, Conn.	Sept. 1852	Conn.
Tallmadge, Henry L.	New Canaan, Conn.	Sept. 1856	Conn.
Taylor, Anna R.	Danbury, New Hamp.	May, 1851	New Hamp.
Thomas, Robert M.	Oakville, Canada West.	Sept. 1857	Friends.
Timberlake, Hiram	Livermore, Maine.	Sept. 1857	Maine.
Tourtelott, Cyrus A.	Thompson, Conn.	Sept. 1854	Conn.
Town, Ada L.	Marshfield, Vermont.	Sept. 1855	Vermont.
Wade, Patrick	South Boston, Mass.	Sept. 1856	Mass.
Wakefield, George W.	Brownfield, Maine.	Sept. 1855	Maine.
Walbridge, Sarah L.	Randolph, Vermont.	May, 1851	Vermont.
Ward, George P.	Crawford, Alabama.	Feb. 1857	Friends.
Wardman, Jabez	Andover, Mass.	Sept. 1855	Mass.
Wass, Francis N.	Addison, Maine.	Sept. 1858	Maine.
Webb, Ann E.	Windham, Maine.	Sept. 1853	Friends.
Wells, Arthur H.	Northampton, Mass.	Sept. 1858	Mass.
West, Anna I.	Coventry, R. I.	Sept. 1857	Rhode Island.
West, Betsey C.	Raymond, New Hamp.	Sept. 1855	New Hamp.

Namcs.	Residence.	Admission.	Supported by
West, Caroline M.	Lowell, Mass.	Sept. 1853	Mass.
West, Rebecca T.	Chilmark, Mass.	Sept. 1856	Mass.
Weston, Elizabeth	Duxbury, Mass.	May, 1850	Friends.
Whitcomb, Mary M.	Harvard, Mass.	Sept. 1856	Friends.
White, Mary	Dorchester, Mass.	May, 1854	Mass.
Wilbur, Mary E.	Little Compton, R. I.	Sept. 1851	Rhode Island.
Wileox, Mary J.	Deep River, Conn.	Sept. 1854	Conn.
Williams, Lucia A.	Plainfield, New Hamp.	Sept. 1855	New Hamp.
Willis, Manfred	Sudbury, Mass.	Oct. 1854	Mass.
Wilson, Charles E.	Salem, Mass.	Dec. 1855	Mass.
Wilson, Frederic	Salem, Mass.	Sept. 1858	Mass.
Wing, George	Bangor, Maine.	May, 1857	Maine.
Wise, Henry	Monson, Mass.	Oct. 1855	Mass.
Woods, Welthy A.	Plymouth, Conn.	Sept. 1857	Conn.
Woodward, Charlotte A.	Hubbardston, Mass.	Sept. 1856	Friends.
Wooster, Prudence E.	Hancock, Maine.	Sept. 1855	Maine.
Wright, Sally	Weybridge, Vermont.	Sept. 1852	Vermont.
Young, George W.	West Killingly, Conn.	Sept. 1858	Conn.

SUMMARY.

	Males.	Females.	Total.
Supported by friends, - - - - -	15	12	27
“ “ Maine, - - - - -	23	20	43
“ “ New Hampshire, - - - - -	9	7	16
“ “ Vermont, - - - - -	11	16	27
“ “ Massachusetts, - - - - -	42	44	86
“ “ Rhode Island, - - - - -	7	5	12
“ “ Connecticut, - - - - -	27	15	42
“ “ Himself, - - - - -	1		1
	135	119	254
Whole number within the year, - - - - -	-	-	254
Greatest number in attendance at one time, - - - - -	-	-	221
Average attendance through the year, - - - - -	-	-	216

ABSTRACT OF THE TREASURER'S ACCOUNT.

Dr.		The American Asylum in account with James B. Hosmer, Treasurer.		Cr.	
1859.	1858.				
April 1.	April 1.	To Cash paid Steward, - - - - -	By Balance from Old Account, - - - - -		\$101.78
	1859.	" " Salaries, - - - - -			
		" " Insurance on buildings, - - - - -	By Cash received from Fund Commissioner,		18,190.00
		" " for Paper and Printing, - - - - -	" " of States on account of Bene-		
		" " American Annals, - - - - -	ficiaries, - - - - -		20,283.82
		" " refunded to a pupil, - - - - -	" " of Individuals on account of		
		" " Contingent Expenses, - - - - -	Pupils, - - - - -		2,591.84
		" " Hartford Bank, - - - - -	" " for Rent of Dwelling-House,		411.83
		Balance to New Account, - - - - -			
					<u>\$41,579.27</u>
					<u>\$41,579.27</u>
	1859.				
	April 1.		By Balance brought down, - - - - -		\$1,249.13

HARTFORD, April 1st, 1859.

We have examined the above account, and compared it with the vouchers, and find it correct.

J. B. HOSMER, Treasurer.

HARTFORD, April 1st, 1859.

D. F. ROBINSON,
ROLAND MATHER,

SPECIMENS OF ORIGINAL COMPOSITION.

It is a rule of the school that specimens of composition published in our annual reports, and also the letters sent at stated times to the friends of our pupils, shall receive no correction, except such as their respective authors can make on a careful review, when the errors they contain are pointed out by a teacher. The following are prepared in accordance with this rule; and in judging of them, it is important to consider the age of the writers, their time of instruction, and whether they were born deaf, or lost their hearing after they had probably acquired some available knowledge of spoken and written language.

*By a girl 10 years old; born deaf, having a very little hearing,
under instruction 6 months.*

A STORY.

A bad boy saw a nest on a tree. He climbed up the tree. He saw some birds in the nest. He took them and climbed down the tree. He carried them to his house. He gave them to his sister. She was glad. She put them in a cage. One of the birds flew out. The cat caught it. She whipped the cat with a stick. The cat was frightened and ran away. The bird was dead. She was sorry. She put the bird in a box and dug in the ground. She wept.

A STORY.

A bad boy went to the fields. He saw many apples on a tree. He pulled off his hat, coat and shoes and climbed up the tree. He picked some apples in his pocket. A large black dog ran and barked at him. The boy ran, but the dog chased him some time. The dog seized and tore his coat. The boy cried and ran home. He shew it to his mother. She was sorry and disliked it.

S. E. L.

*By a lad 9 years old, who lost his hearing at 6½ years, before he had
learned to read or write. Under instruction 6 months.*

A STORY.

A man saw a very pretty bird in the road. He caught it and carried it home for his brother. He bought a cage to put it in. His brother fed it

with seeds. It grew dark. They were sleeping. The bird was on the floor. A bad cat saw it in the cage. The cat caught and ate it. They got up and found there was no bird in this cage. They looked a long time for it. The cage got very old and broken.

A STORY.

A boy went to a pond and fished. He caught a large eel. He carried it home to eat. He fell and rolled down a very steep bank. He hit a sharp stone. His head got very much hurt and he died. His eel was swimming in his pail. His father and mother looked a long time. They found him lying on the grass dead. They carried him home. They had a grave to bury him up.

W. L. B.

By a girl 12 years old, who lost her hearing at 3 years and 9 months, under instruction 1½ years.

STORY OF A GOOD MAN.

A good man walked through the woods and saw a pretty little kid sitting on the grass. It slept on the grass. It did not hear the man coming. He took and carried it to his house. He called his wife and little boy and pretty girl while they were walking down the stairs. The woman opened the door and she saw the kid. They were glad. The man gave it to the little boy, who thanked the man. The little boy fed the kid with grass. It was dark. They slept in beds. A bad wolf came to the kid. It stole it and ran to the woods. It ate the kid. The next morning they jumped from the beds and washed their hands. They ate some food. The woman washed some dishes. The little boy walked with the pretty girl to see the kid. They lost it. They wept for the kid. The little boy told the man. He was sorry and angry. The man walked through the woods again. He saw the bad wolf. He took his gun, and he shot at it. He killed it and he was glad.

A. J. D.

By a lad 13 years old who lost his hearing at 4 years of age ; under instruction 1½ years.

STORY OF A HUNTER.

A hunter walked through the woods. He saw a large bear in the woods. He shot him in the face. The bear was very angry. The hunter ran and climbed up a tall tree but the bear did not climb up the tall tree. The bear tried to break the tree. The hunter jumped from the tree and ran to a great cave and hid in the cave. The bear came near the cave. The hunter shot at the bear's eyes. He crawled out of

the cave and saw it was dead. He ran and found his large horse. The hunter jumped and rode on the horse to the bear. He jumped off the horse. The hunter lifted the bear and put it on the horse's back. He led the horse to his house. The hunter pulled it off the horse. The bear fell from the horse and lay on the ground. The hunter led the horse to the barn again. He fed it with grass. His wife cut off the bear's skin. His wife made thick warm gloves of the skin. She gave them to him. Her husband wore them on his hands in the winter. His wife cooked the meat under the andirons and took it and put it on the table. They liked to eat the bread and meat. They were very glad. He gave some meat to his children. They ate it and thanked him. J. B.

By a lad 12 years old, who lost his hearing at $2\frac{1}{2}$ years, under instruction $1\frac{1}{2}$ years.

HOME.

Some years ago I lived with my uncle and his wife. My kind uncle had two horses. A bad boy threw a thick stick at one of the cross horses. He ran out of the barn. The cross horse kicked the side of the stall and broke it. The horse's leg bled down on the floor. My uncle was very busy and worked in his large cabinet shop. He went home and grew very sick and soon died. His wife wept. Many people walked and looked at him in a coffin. A gentleman shut the door of the coffin and four men put him in the grave.

I played with squirrels in a garden. A careless boy dropped camphene down on the floor. The camphene ran out near the fire. The fire caught the camphene and my uncle's cabinet shop burned near the barn. Horses, cows, calf, hens, ran out of the barn and run away. The cabinet shop was destroyed. Another barn was burning and the fire ran into the house. A farmer's very sick wife and her little infant were in the house. His wife could not run out of the house, but some men carried the sick wife and her infant on a bed. The barn was destroyed and the house almost burnt. Many firemen threw water into the house. The house was saved. I looked for my little chickens a long time and saw the dead chickens on the ground. My aunt and her little daughter stayed with me at home. I caught a pretty squirrel and carried it home. I was glad. The squirrel played in a small house. I carried a trap through the woods and put it on a stone fence and went away. Others quirrels ran into the trap. They were caught in the trap. I came and carried them home. I gave one of them to my aunt's little daughter. The squirrels broke the door of the trap and ran out of the trap. I chased them and caught them but the squirrels bit my fingers. I let them go, but chased one of the squirrels but the squirrel jumped out of a window of the house

and ran away. I caught other squirrels again and took good care of them at home. The tame squirrels played with me and they played near a house. They grew wild and ran away. I lived with my aunt a few years and then I came to the Asylum.

L. A. H.

By a lad 13 years old, born deaf, under instruction 2½ years.

STORY OF AN EAGLE.

Some years ago, a shepherd drove a great flock of sheep to his fields. They ran to feed on the grass. The shepherd watched the sheep. Then he went to the shade of the tree and lay down to sleep. He had no dog to watch the sheep. An eagle lived on the mountain which was near the fields. The eagle saw the sheep from the mountain. It was very hungry, so it flew down. The eagle seized one of the sheep with its claws and carried it up to the mountain and fed its young ones in the nest. The shepherd opened his eyes and then counted the sheep and found one sheep was missing. He was in a great rage, so he looked up at the mountain and saw the eagle and its young birds. He drove the sheep back to the barnyard, when he took his gun and bought a new dog. The shepherd ascended the mountain with his dog. They walked up slowly and carefully. At length he shot at the eagle and hit its neck. The eagle flew against the rock and died in a few minutes. The shepherd wrung the eagle's neck and broke it, then he threw it into a pond. The shepherd drove the sheep back to the fields. Then he sat down to watch the sheep all day. The shepherd did not shut his eyes. At sunset he took his lantern and struck a match. The lantern was lighted. The shepherd held his lantern all night. At sunrise the shepherd told his dog to watch the sheep. Then he walked away. Another eagle flew down. When the dog saw the eagle, he ran to bite the eagle's neck, and shook it. The eagle tried to peck at him, but the dog soon killed the eagle. The shepherd saw the dead eagle on the grass, and patted the dog and loved him very much because he was faithful. At last he drove the sheep home. The shepherd never let his sheep go to the fields again, because he feared that other eagles might steal his sheep again.

W. H.

By a girl 10 years old who lost her hearing at one year, under instruction 2½ years.

ABOUT A BEAR.

Many years ago a stout boy went into some woods of New Hampshire. He caught a beautiful cub. He carried the cub to his home. He fed it every day. The cub became a pet among the children in the village.

The cub often went to school with them. One day the cub escaped from the children and ran to the woods. They looked for the cub but they could not find it. They were sorry. They grew up to be men and women and forgot about the cub. Some years afterwards a new teacher taught other children in the same house. One morning in winter a boy left the door open. A large bear came in the school. He wished to be warm. He sat by the fire. The teacher and the children were frightened. They ran to a corner of the room. Soon the bear was warm enough. He then went into the hall. He reached shawls, bonnets, and hats and pulled them on the floor. He found baskets of diuner. He ate the children's dinner. He then went to the woods again. The children ran out of the school and told some men about the bear. They took their guns and followed after the bear. They shot at the bear and the bear died. They saw the bear that he was the old pet. They were sorry because they killed the bear.

E. A. C.

By a lad 12 years old, born deaf; under instruction 2½ years.

ABOUT FREDERICK, KING OF PRUSSIA.

One day when Frederick was King of Prussia, he rung his bell to call his page. He did not come. Frederick went into another room, and he saw that his page was asleep in a chair and he went to him to wake him up. He discovered a letter in the page's pocket and opened the letter to read it. The page had got money for his work and he sent the money to his mother and his mother thanked him for his kindness. His mother said that God would bless him because he was kind to her. Frederick closed the letter, put it into the page's pocket and silently went into his chamber. Frederick opened his iron chest, took a sum of money and went out of his chamber. He silently went to his page, put the money into his pocket, and went out of the room. Frederick asked him if he had been asleep. He was troubled and said he was sorry. The page put his hand into his pocket and he was astonished to find money. He became pale and wept and he kneeled before Frederick. He told him that he did not steal the money, some one had put it into his pocket. The king told him not to be troubled, for God had sent the money to the page because he was kind to his mother, and he was a perfect, upright and faithful boy. The king told him to send the money to his mother and he would take care of the page and his mother.

R. D. L.

By a girl 15 years old, who lost her hearing at 2 years, under instruction $2\frac{1}{2}$ years.

A STORY ABOUT ROBERT.

Some years ago a good boy whose name was Robert went into a church every Sunday and a minister preached to many people who sat on nice benches. At noon a good gentleman called many children to come to Sunday school and he taught them. Every day Robert read his neat bible. He continued to be a good boy for about three years. He told his parents about the good minister. They were happy to talk to each other. One Sunday he walked out of a door and he stood by a gate to look at some stout boys who were skating on the ice. He wished to skate on this ice which was very good, smooth and nice. He was tempted to skate but he bethought that God had commanded in his laws that he should not play or work on the sabbath. Some bad boys wanted to call Robert to come and skate. They called him. At length he liked to skate, so he took his pair of skates and he ran to the bad boys who were glad to see him. His parents did not know what he did. They hoped that he was the same good boy but he became bad. The bad boys skated on the ice with him and they tried to race. They were in full glee and skated for a long time. At length Robert was careless and the ice was thin and he fell into the river. He was troubled but he could not get out of the water. He thought that he had disobeyed God on Sunday. The bad boys saw that he was sinking in the river. Just then a good minister came by a fence and he discovered a large rope upon the ground by the fence. He was sorry because Robert had disobeyed God's laws. The good minister was very kind to him and he threw the rope far to him and he told him he must catch the rope in his hands. Robert was saved. He was very sorry. His parents heard this and threatened him. They often advised him. He improved and again became a good boy and was very happy and cheerful.

C. A. W.

By a girl 14 years old, born deaf, under instruction $2\frac{1}{2}$ years.

ABOUT MY PET LAMB.

A few years ago before I came to the American Asylum to learn I went into a field to be with my father but soon he went away for something but he returned again. My mother worked at home. I went into another field because I was pleased to take a walk. I went by a small brook and I found a young lamb lying near the brook. I pitied it very much because it was very lean. I took the lamb from the ground by the brook and I thought that the lamb would die but it lived. I guess that it

was almost dying. I looked for the lamb's mother but there was none. I thought the lamb's mother left it on the ground near the brook. I brought it and showed it to my father and soon after I carried the lamb home. I showed it to my mother. My mother gave the lamb some milk but it could not eat the milk and it could not walk in a room and I put the lamb near a stove. It lay still by the stove on a mat. I ate my dinner and afterwards I gave the lamb some milk again. In the afternoon the lamb could walk a little but soon after it lay on the mat again. Every day I gave the lamb milk morning, noon and evening—and the lamb began to be fleshy as a large lamb. I loved the pet lamb and it became handsome. I tied it in a yard with a small rope a little distance from home, but it often came into the house. When I wished to go about the lamb followed me and also my family. One day I remember that my mother told me that I must go to a store for something and I went along but my pet lamb saw me and it ran to me. It went with me to a field but it could not jump over a fence so it lay on the ground near the fence. I went to the store somewhat far from my pet lamb. I bought something but I forget what. Soon after I left the store and I went to the lamb and it walked with me home again. I often played with my pet lamb at evening. When my brothers ran around home in the evening I and the lamb were pleased to play with them. I suppose the lamb became one year old but it was not among the sheep. It looked gentle. In the fall I went to the Asylum to learn and I was very sorry to part from it. After I left my dear mother and my brothers and sisters, my father rode with me in the cars to Hartford. The next day my father went away home again. I staid in the Asylum for one year but I had not heard about my pet lamb.—In the fall I went home and my mother told me that it had died. My mother related to me that my pet lamb went to the bank of a large brook because it wished to eat the tender grass. It was careless and slipped and fell into the brook. My father or my brother found her drowned in the brook. I was very sorry because I missed my pet lamb.

R. T. W.

By a girl 14 years old, born deaf; under instruction 2½ years.

ABOUT TWO YELLOW BIRDS.

Some years ago before I came to the American Asylum, one day I walked out and played with my friend Carrie. A lady was in the second story of a house and wanted us to go and see her. Her name was Harriet Fisher. We went to see her. Then she showed one pretty yellow bird in the cage to us. We liked to look at it for a long time. Then we played again out of the door. We were tired of playing. In the afternoon I said to my father I wanted to have two beautiful birds. He

said he was willing to buy a new cage for me. Some days after my father went to Boston or Worcester. He bought a new cage and seeds for the birds. Then he came to my home in the evening. I was glad to see him. He showed the cage and seeds to me. He gave them to me. I thanked him. There were no birds in the cage. Some days after on a pleasant day in the morning my father and mother and I rode a long distance to Bolton. We arrived there. A lady had some yellow birds. I forget her name. She talked with my mother and father about the news. My father paid her two dollars for two yellow birds. The lady put them in my cage. Then we rode again to my home. I liked to take care of them and feed them with seeds and other things every day. My parents said I must not let my cat go near them for she would catch them. A few years after I was in bed late in the morning but my parents got up early in the morning. My mother cleaned the cage. My cat was asleep under the stove. My mother was careless to open the door of the cage. One of the yellow birds flew from the cage. My cat saw it flying and hid behind the table and caught it. My mother saw and ran to her to pull it carefully from the cat, but the cat had squeezed it. The poor bird was dead. My mother felt bad for I would cry for it. I got up and went into the dining room. I found it was dead. It was the female. I was sorry a little for it. Some months after I did not like to take care of my male yellow bird, I gave it to my friend Lizzie Fisher. M. M. W.

By a lad 15 years old, born deaf; under instruction 3½ years.

THE FIREMEN.

The firemen are useful for us when our houses take fire. The firemen would make the fire go out to prevent the destruction of buildings by the playing of the engines. I often see the firemen doing bravely when the fire comes on, but some of them do rashly, but I know some of the firemen do very bravely without rashness.

Always when the fire happens, the bells are rung by the rope which the men pull down and up and down and up, and the firemen hear the bell ring and know that there is a fire, and they cry "Fire! Fire." They run immediately to their respective fire-engine houses, and take the ropes of the fire-engines and draw them out, and run with great speed to the fire on the house, and then they fit the fire-engines so as they can play them, and then roll down the hose from the hose carts, and serew them to the fire-engines. Some of the firemen hold the pipes, and then the firemen play the fire-engines and the water goes strongly to the house on fire from the pipes, and soon the water beats the fire, and the fire is all over. The firemen roll the hose upon the hose carts and then they draw them to their respective engine-houses. Last July fourth, some deaf-mute boys

contrived to play firemen, and looked like firemen. They marched about the front yard of the Asylum. Some boys will try to play firemen next July fourth. The city of Hartford contains five engines. I heard that some persons are talking about having a steam fire engine in the city of Hartford. I think that will be successful.

S. T. G.

By a young man 22 years old who lost his hearing at 6 years, before he had learned to read ; under instruction 3½ years.

A TRUE STORY OF MYSELF.

I lived in the town of Swanton in Vermont with my parents before I came to the Asylum in Hartford. I frequently went to a small brick church with my father on the Sabbath near the hill which is half a mile from his house. Many of the people went into the church to hear the minister preach. After church they returned out of it, and walked towards their homes from the church. After a few minutes my father and I met a deaf and dumb young man with his mother who said to him that he could write and read very well. His name was J. A. who wrote on a little slate and showed it to my father and he was surprised to hear the news from him. Then he talked with Mr. A. for a short time. At last he and his mother left me and my father and went home from the church. He returned into the church again on Sunday. After church he resolved to come to my home and I met him. I was a stranger to him. My parents were happy to talk with him. He talked with my father for a short time. He asked him where he got his education. He said to him that he went to the Asylum in Hartford when he was fifteen years of age. He continued there five years. He was very smart and intelligent. My parents thought that I had better go to school in Hartford to write and read. Before I left my home Mr. A. told him that I could go to the Asylum to gain an education. I told my father that I wanted to go to school there. After some days he went to see the legislature of Vermont. They said to him that they would allow me and I went to the Asylum and reached there. I met Mr. N. at the depot and came with him to Mr. T.'s office. After a short time I walked about and visited the Asylum and some of the deaf and dumb pupils who met me and I saw them making signs with their arms. I could not understand them. I was a stranger to them for I had never seen them. In the evening most of the pupils returned to the Asylum from their homes to get knowledge. The next day I went up into the chapel. I began to study my lessons in Mr. W.'s class. He taught me how to spell with my fingers and I was happy with him, but I could not understand his signs. But after a few months I could understand them. Now I am happy to study and improve. I have been in the Asylum about three years and a half. I shall continue two years longer.

W. D. H.

By a girl 15 years old, born deaf; under instruction 4 years.

A COMPOSITION ON BIRDS.

God was very kind to make a great many different kinds of birds which live about the earth and are very useful. I am going to mention to you about their uses. Their little bones are not very strong but delicate. The air is introduced into the hollow bones which causes them to be light and to fly very easy in the high air. Their bills are employed in pecking up insects to live on. Birds have all kinds of colors, and sing sweetly. There are blue birds, robins, canary birds, and parrots, and even more beautiful birds in the world. Their breasts are often seen to be colored red, blue, and yellow. People frequently love to hear the canary birds, robins, and wrens singing sweetly. When they happen to be very much distressed by the cold air or storms, God saves them. Some birds live for a long time and it is said that they are 175 to 200 years of age. People are sometimes fascinated by seeing the gay feathers of the peacocks which always strut about in order to show off their feathers to the people. The peacocks seem as if they think that their feathers are very valuable and beautiful and that the people admire them very much, but people do not like to hear the shrill cry of them furiously screaming. Some birds are exposed to the cold, because they live in cold countries, but most birds live in the south. The meat of birds is useful. On Thanksgiving in New England, we have a fine feast of birds such as turkeys, hens, geese, ducks, &c., which are roasted or boiled. If any person is very sick, he eats only the flesh of birds. When the Spring and Summer come, at the first the blue birds and robins arrive from the South. Early in the morning they sing sweetly to each other. The people recognize that the Spring is approaching. Before the Spring has gone, many birds from the South come here, but they are not exposed living here, because the summers are very warm. They look for good places to build their nests. It is very pleasant to see them engaged in building nests. Yellow and brown birds build very neat and delicate nests. They are fastened to the twigs of the apple trees and other trees. They are covered on the outside with pieces of moss and hay which they find on the fences and near barns. The robins find suitable places for their nests. The nests are generally formed of small sticks, hair, and straws and the inside is made with soft lining. While the female robin is confined in the nest some weeks to hatch young ones from the eggs, the male robin brings her food, when she is hungry. At home I saw them doing so. Boys sometimes see robins on the trees and throw stones at them to wound them and God is displeased to see them treat birds cruelly. Eagles are very brave to seize animals. They often seize rabbits, sheep and dogs by the means of their claws and carry them to the mountains. Sometimes eagles see fishes swimming in the river. They fly swiftly into the water and seize the

fishes with their sharp claws and fly far from the river to the mountains. They prefer to live on animals. Crows pull up corn to bring the food to the young crows in the nests. The farmers dislike them very much and they load their rifles and look for them among the thick leaves without much noise. The ball passes through the nests in which they are sometimes all killed. The little birds know that the winter is coming and they call many flocks together to return directly to the South. I know that all the birds have instincts from God.

M. J. H.

By a girl 10 years old, who lost her hearing at 9 months ; under instruction $4\frac{1}{2}$ years.

THE OCEAN.

The ocean is deep. It has many ships floating on the surface. Many sailors get in the ships and sail to all countries. I am afraid to sail in a ship. If I should sail in a ship, when the waves come, the ship would strike against a rock or upset and I should sink into the water. The sharks would devour me. There are many sharks in the ocean and they eat many little fishes and each other. They quarrel with each other as we quarrel with pupils. I don't like to see the ocean when the wind blows and the ocean is rough. I like to see the ocean when it is calm. I don't wish to sail in a ship, because the waves would come and I should be drowned. I would rather stay here. There are many pirates on the ocean. I am afraid to sail in a ship because the pirates in a boat would come and rob me. I would rather be careful of myself. The tide of the ocean is caused by the moon. The ocean looks blue as the sky. The ocean is five miles deep as the mountains are high. The ocean is salt water. If I should be thirsty and drink the salt water, I should be more thirsty. At the bottom of the ocean there are many dead men and there are many bones on the rocks. When God calls the dead men, they will rise again out of the ocean.

C. G. B.

By a girl 10 years old, who lost her hearing at $2\frac{1}{2}$ years ; under instruction $7\frac{1}{2}$ years.

ICEBERGS.

The climate of the Arctic regions is exceedingly cold in the winter and the water is covered with ice for most of the year. When the warm summer comes, the ice breaks up, tides rise and large cakes of ice break off from the shore or embankment and are carried away by the currents. Huge icebergs float southward until they melt away in the midst of the Atlantic ocean. Dr. Elisha K. Kane, after passing through Davis' strait and

Baffin's Bay on his first expedition to the Arctic regions, met several cakes of ice in the month of September. The crew directed the ship through the ice with as much care as they could, but they could not arrive at the place which they had appointed, because the ice grew thicker and thicker until it was quite strong and the ship was so firmly fastened that she could not go farther. During the ship's confinement, the crew or officers could walk about the ice or travel several miles as they pleased. The days were short and the sun shone very obliquely towards them and the rays displayed many beautiful colors. One day the captain said to Dr. Kane, "Behold there is something like a large mass coming towards us," pointing with his hand. In a few minutes they heard it cracking through the ice of the sea as if a plough were plowing the ground. They all talked with each other about it, saying if the iceberg should come in collision with the ship, she might be destroyed. They watched the iceberg as it was still coming as slow as a man walks. The captain and Dr. Kane after looking through a glass, exclaimed that it was coming exactly towards the ship and that it would certainly strike her. All the crew were told to take their knap-sacks with provisions they had brought from home and get out of the ship for if she was destroyed they would not have any thing to eat. They all stood a few yards from the ship to wait for the ice to come, but when it came near her, it did not strike her. The ice, when it stopped, stood about 15 feet from her side and went no further. When the warm weather came, the ice broke up. The ship was carried away on a great cake of ice with the iceberg about 1100 miles into the Atlantic ocean. When they awoke one morning, they were surprised, because the iceberg had disappeared and it was not seen again. S. M. D.

By a young man 19 years of age, born deaf; under instruction 6 years.

THE EYE AND THE EAR.

The eye is the organ of sight and the ear, the organ of hearing. The eye is the tenderest part of the body, and the ear the next. Both of them correspond with the mind; in it the eye forms ideas of things, and the difference of voice and noise is perceived by the ear. In some things the eye and ear have *equal power* and one of them has more than the other in other things. However the eye is more valuable than the ear in most respects. Adam was created to *see* first (after breathing,) and the first thing Eve did was to behold her new husband. The second thing they did was to *hear*. The eye is the king and the ear the queen of our enjoyments, and they are the most precious gifts given us by our Creator for our happiness. The idea of darkness always follows the loss of the

eye, and when the ear is deaf nothing is heard but silence itself. Color cannot be described to a person born blind, but darkness can. It is natural for the blind to imagine the meaning of the word *black*, and not else. Millions of books are printed for the eye to read,—not for the ear to hear. Suppose both the eye and ear are deprived of their power, how can the mind be cultivated? The mind may need the help of the eye to read, and the ear to hear, like a farmer that needs the use of farming tools to cultivate with. It seems to be impossible to cultivate the mind without the aid of the organs of sight and hearing. It seems so, but the mind can be improved in some way. How? By feeling! In South Boston a lady who sees but darkness or blackness, and hears nothing but silence, has been successfully educated under the superintendence of the well known Dr. Howe. The feeling of the fingers on pressed letters is substituted for *sight* and *hearing* in corresponding with the mind. The blind and deaf and dumb lady talks with the fingers as well as others. In warm countries blind persons are more in number than in cold regions, where cases of deafness occur oftener than in the former. The heat of the sun injures the eye, and the ear is apt to ache, when exposed to strong cold wind. Great care must be taken for the preservation of the eye and ear.

T. L. B.

By a young man 24 years old, born deaf; under instruction 6½ years.

NIAGARA FALLS.

Tourists are accustomed to view with admiration and interest the noble and superb scenery of the Niagara Falls, which are the greatest and most stupendous in the world, lying between the U. S. and Canada. The river darts swift as lightning and like the shuddering visitor, seems to hold its breath in terror. It rises from Lake Erie, meanders toward the North and enters Lake Ontario. There is a large island called Goat Island between the American and Canada sides of the river and the powerful water swiftly darting through the groove of the American side dashes against many rocks with mighty din and desperate haste. Its precipice rises at least one hundred and fifty feet perpendicular, and from this onward for a few miles, the scenery is less wild, till the water flows down over the shelving bottom. A bridge extends from the side of this country to Goat Island and a tower is situated in the Canada stream in the vicinity of the falls, visitors ascend the tower and the fine prospect of the water is spread before them. The powerful waterfall causes the tower to move with vibrations. They have great satisfaction in viewing the gigantic cliffs and looking at the water violently agitated, leaping and roaring. It always whirls around the bottom. Many persons are said to have perished in the dread-

ful Niagara Falls, on account of their carelessness. Once upon a time, a gentleman who was betrothed to a young and beautiful lady and was expecting to marry her in a few weeks, traveled with her to visit these Falls. They amused themselves playing on two planks, which clung to the base of the tower over the river and the gentleman held the beautiful lady over the water in joke, but alas! she fell out of his hands into the agitated torrent. Suddenly he jumped in of himself, seized her and tried to save her, but his attempt was vain. They rolled over the brink very rapidly and fell into the mouth of the abyss and were seen no more.

H. F. H.

By a young man 18 years old, who lost his hearing at 12 years of age, still can speak pretty well, and was partially educated when he came here two years ago.

The Lumbering business of Maine being one of the most important and extensive in the State, gives rise to a certain class of persons called "lumbermen" who inured almost from childhood to every species of toil and privation have for strength, stature, and endurance few superiors or even equals in the world. Imagine a man standing six feet five in his stockings, clothed in a red flannel shirt, duck or rather canvass pantaloons, any kind of hat you please if not too fine; thick cowhide boots which contribute at least a couple of additional inches to his height; with limbs and body that a Hercules might envy; hands resembling the paws of a bear more than any thing else; face ditto but withal a kindly expression beaming from it; then place in his mouth a quarter of a pound of tobacco or the stem of a short black pipe and you will have the "logger" or "river driver" as he is. At the commencement of the "logging season" they spring up like so many mushrooms from the saw mills, the farms which they have been cultivating during the summer, and, I am sorry to say in many instances from the grog-shops which the Maine Law has not yet entirely done away with,—and plunge into the forest from which they do not emerge till the ensuing spring. Their provisions consisting almost universally of flour, salt pork and molasses, with a slight sprinkling of codfish, smoked herrings and dried apples now and then, are furnished by their employers, while their tobacco considered of almost equal importance is furnished by themselves. Their first consideration is of course the erection of a dwelling for themselves and a stable for their cattle. Such a building as they usually erect would certainly fail to suit Fifth Avenue ideas of comfort but it answers their purpose very well. It is a square log hut eight or ten feet high and from twelve to twenty-five feet in length and breadth according to the number of persons it is designed to accommodate. The architecture is of the most primitive description, merely rough

unhewn logs of unequal lengths, notched and put together and then plastered up with a mixture of mud and straw. A ring of stones is formed in the centre in which an enormous fire of logs big enough to roast an ox whole is kept constantly burning, the smoke of which escapes through a great hole in the roof. Their labor consists in chopping down trees, trimming and barking them, and hauling them to some creek or river where they remain till carried down by the spring floods. As soon as the snow begins to melt the "loggers," leave the woods and turn "river-drivers." They drive large iron spikes into the soles of their boots to prevent their slipping on the logs, but otherwise their costume remains the same. Rafting is not practiced above the limits of navigation but the logs are allowed to float down loosely in immense "drives" under the superintendence of a Log Driving Company which exacts a certain amount of toll from the various saw mills at which the logs are delivered. The life of the "river driver" is any thing but a pleasant one, constantly exposed to wet and cold, with only a few loose rolling logs between him and death, it seems very strange that they are such a merry and thoughtless set of persons. It frequently happens that the "drive" becomes lodged in one of the numerous rapids in which the rivers of Maine abound, held by a single "key log" which if liberated would allow the whole to go down with a rush. To do this it is necessary for a man to chop it in two, and then make his way back to the shore or keep his footing in the midst of the cataract of logs wheeling and tumbling over each other in their mad career as best he may. Of course many are crushed to death or drowned in these adventures, but this does not deter others in the slightest degree, for there are hundreds who to show off their courage to their companions are always ready to brave danger and death even when no good can be done by doing so. When they are paid off and discharged then commences an entirely different scene. They swarm the large cities and plunge into every conceivable manner of dissipation. Banding together they set law and order at defiance, but as they always entertain the most scrupulous regard for private property, even when intoxicated and do nothing but make a noise, they are usually allowed to have their own way which license they are not slow to improve by almost nightly turning the streets into a perfect pandemonium. When their money is all gone they begin to see the folly of their ways and go to work again poorer and for the time being wiser men, but the very next year all their dearly bought wisdom is thrown to the winds and the same farce is acted over again.

G. W.

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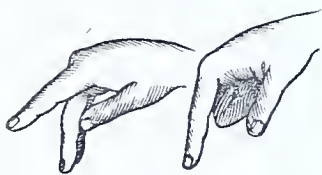
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TERMS AND CONDITIONS.

I. THE Asylum will provide for each pupil, board, lodging and washing; the continual superintendence of health, conduct, manners and morals; fuel, lights, stationery and other incidental expenses of the school-room; for which, including TUITION, there will be an annual charge of one hundred dollars.

II. In case of sickness, the necessary extra charges will be made.

III. No deduction from the above charge will be made on account of vacation or absence, except in case of sickness.

IV. Payments are always to be made six months in advance, for the punctual fulfillment of which, a satisfactory bond will be required.

V. Each person applying for admission, must be between the ages of EIGHT and TWENTY-FIVE years; must be of a good natural intellect; capable of forming and joining letters with a pen, legibly and correctly; free from any immoralities of conduct and from any contagious disease.

Applications for the benefit of the Legislative appropriations in the States of Maine, New Hampshire and Massachusetts, should be made to the Secretaries of those States respectively, stating the name and age of the proposed beneficiary, and the circumstances of his parent or guardian. In the State of Rhode Island, application as above should be made to the Commissioner of the fund for the education of the deaf and dumb; and in Vermont and Connecticut, respectively, to his Excellency the Governor of the State. In all cases, a certificate from two or more of the Selectmen, Magistrates, or other respectable inhabitants of the township or place to which the applicant belongs, should accompany the application.

Those applying for the admission of *paying pupils*, may address their letters to the Principal of the Asylum; and on all letters respecting the pupils, from him, postage will be charged.

The time for admitting pupils is the third Wednesday of September. Punctuality in this respect is very important, as it can not be expected that

the progress of a whole class should be retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.

It is earnestly recommended to the friends of the deaf and dumb, to have them taught how to write a fair and legible hand before they come to the Asylum. This can be easily done, and it prepares them to make greater and more rapid improvement.

When a pupil is sent to the Asylum, unless accompanied by a parent or some friend who can give the necessary information concerning him, he should bring a written statement as to his name in full; the names of his parents, of all their children in the order of their age, and whether the parents were related before marriage; the time and place of his birth; the place of his residence; whether he was born deaf, and if not, what caused his deafness; whether he has deaf-mute relatives; also the name and direction of the person to whom letters concerning him may be addressed. He should be *well clothed*; that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money should also be deposited with the Steward of the Asylum, for the personal expenses of the pupil not otherwise provided for.

Careful attention to these suggestions is quite important.

There is but one vacation in a year. It begins on the third Wednesday of July, and closes on the third Wednesday of September; when it is expected that every pupil will return punctually.

On the day of the commencement of the *Vacation*, an officer of the Asylum will accompany such pupils as are to travel upon the railroads between Hartford and Boston, taking care of them and their baggage, on condition that their friends will make timely provision for their expenses on the way, and engage to meet and receive them immediately on the arrival of the *early* train at the various points on the route previously agreed on, and at the station of the Boston and Worcester Railroad, in Boston.